

ABC OBSERVATION FORM

Student Name: _____

Observation Date: _____

Observer: _____

Time: _____

Activity: _____

Class Period: _____

ANTECEDENT

BEHAVIOR

CONSEQUENCE

ABC OBSERVATION FORM

Student Name: Trish S.

Observation Date: 10/5

Observer: R. Day

Time: 9:40-9:55 a.m.

Activity: disruptive behavior

Class Period: 3

ANTECEDENT	BEHAVIOR	CONSEQUENCE
<i>Teacher begins – tells students to look at board.</i>	<i>Trish looks around room and at other kids.</i>	<i>Teacher continues lesson; ignores Trish.</i>
<i>Teacher puts examples on board and asks class to work problems.</i>	<i>Trish looks around and calls to Ben.</i>	<i>Teacher asks for quiet.</i>
<i>Teacher tells class to do 5 more problems.</i>	<i>Trish turns around and pokes Ben with pencil.</i>	<i>Teacher tells Trish, “get to work, NOW!”</i>
	<i>Trish calls out, “this is too hard.” She throws worksheet and book on floor.</i>	<i>Teacher demands that Trish come forward, get a hall pass, and go to the office.</i>

Functional Assessment Scatterplot

Student _____ Grade _____ School _____

Dates ____/____/____ to ____/____/____ Observer(s) _____

Behavior(s) of Concern _____

Setting _____

Activity	Time	Day of the Week					Total
		Monday	Tuesday	Wednesday	Thursday	Friday	
Total							

Sources: Gable, Quinn, Rutherford, and Howell (1998)

Functional Assessment Scatterplot

Student Trish S. **Grade** 3 **School** Anv Elementary

Dates 4 / 10 / 00 to 4 / 14 / 00 **Observer(s)** R. Day, C. Jones

Behavior(s) of Concern Verbal disruptions in class – Trish calls out and attempts to engage peers

Setting General Education Classroom

Activity	Time	Monday	Tuesday	Day of the Week Wednesday	Thursday	Friday	Total
Math	8:15-9:15	3	4	4	5	4	20
Lang Arts	9:15-11:00	7	5	4	7	6	29
PE	11:00-11:40	3	2	2	1	0	8
Lunch	11:40-12:15	2	1	3	4	2	12
Sci/Soc.Studies	12:15-1:10	3	5	5	6	5	24
Music/Art	1:10-2:00	0	1	1	0	2	4
Total		15	14	15	18	15	77

Sources: Gable, Quinn, Rutherford, and Howell (1998)